

Syllabus and Policy Statement
English 1302: Composition II, Spring 2019

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Instructor: Vickie Burch

Conference hours: M-F 1:07-1:52

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Textbooks: Hacker, Diana & Nancy Sommers. *A Writer's Reference*. 7th ed. Boston: Bedford/ St. Martin's, 2011.

Roberts, Edgar V. & Robert Zweig. *Literature, an Introduction to Reading and Writing*. 5th ed. Pearson Education, Inc., 2012. ISBN: 13:978-0-205-00036-4

Supplemental teacher handouts will be given throughout the course.

Course Description: The purpose of English 1302 is to continue the academic writing concepts of 1301 while also encouraging critical thinking through the introduction of imaginative literature, modes of artistic thought, and appropriate critical responses.

Course and Learning Objectives: At the end of the course, the student will be able to:

- practice and refine the skills of expository and argumentative writing already developed in English 1301;
- understand the major elements of literature;
- apply critical thinking to the study of literature and write essays which demonstrate acquired critical thinking skills, such as summary, paraphrase, synthesis, and single-source assignments;
- use a library or database for research purposes;
- research and write an accurately documented term paper.

Scope:

Students will read numerous short stories, poems, and plays, will participate in class discussions of the readings, and will be tested over their understanding of the readings. Students will complete several written assignments involving analysis of the literature and will submit two multi-source research papers. There will be two major exams over the materials that are presented in class. In addition, there may be occasional film presentations related to the course readings which will require written analyses or critiques.

The course will cover as much reading of short, classical literature as possible while emphasizing the skills of effective, academic written rhetoric as it relates to the literary selections.

Attendance Requirements: Attendance is required at all sessions. However, all local school holidays and state testing days will be observed. Absences for school extra-curricular activities must be discussed with the instructor, and all work must be submitted before absence is to occur. A student who must miss a class should notify the instructor ahead of time. The student is responsible for any missed work. A student who is more than ten minutes late will be counted absent. A student who misses more than six class sessions may be asked to drop the course.

Plagiarism and Cheating: Academic dishonesty is a serious matter. All submitted work is expected to be the result of the student's own thought, research, and self-expression. Plagiarism involves claiming work of others as your own or borrowing words or ideas from others without acknowledging the source or giving credit. Submitted work that is plagiarized will be given a grade of *F*, which may result in failure of the course.

Students with Disabilities: Any student with physical, psychiatric, or learning disabilities who needs special accommodations should notify the Special Services Office (through the high school counselor) so that the appropriate arrangements can be made.

Statement of Nondiscrimination: This instructor will not discriminate on the basis of color, gender, ethnicity, national origin, race, or religion; nor will the instructor allow any form of discrimination from class members toward another student or students in the class.

Diversity Statement (quoted):

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world, and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.—*SPC General Catalog*

Disruptive Behavior: Disruptive behavior or any form of disrespect toward the instructor or peers will not be tolerated. The disruptive student will be ejected from the classroom and will be counted absent for that session. Cell phone use and/or texting during class instruction are considered disruptive behaviors since such activities disturb others and are, therefore, unacceptable.

Revision Policy: Students may be allowed to revise the course essays. Revision on these essays should be completed after peer reviews and class writing workshop sessions. Assigned essays during the course will not be revised after they are submitted for grading. There will be no revision of the final research papers.

Research Requirements:

The final research paper will be an expository paper of 1500-2000 words, with five to seven sources, in-text citations, and Works Cited. Examples of good thesis concepts may involve symbolism or imagery in literary selections, common character traits from several selections, analysis of poetry structure, the use of figurative language and its effects, author analysis related to the historical or societal perspective of the literature, comparison and contrast of theme in literary selections, significance of character names, etc.

Sources must be academic in nature. Your paper should provide academic research and in-depth analysis of a literary element involving one or more of the fictional selections presented during the semester. Specific guidelines about approved and non-approved sources for research will be discussed.

Paper Format Policy: All papers must conform to MLA. All major writing assignments must be typed, double spaced, in Times New Roman or Calibri, 12-point format.

Grading Policy: All assignments are due on posted dates. Late papers will be penalized a letter grade for each late day.

- discussion questions, journals, in-class written responses 20%
- mid-term exam 10%
- three literary analysis essays, (with one as a character research) 30%
- final, 1500-2000 word research paper 25%
- final exam 15%

Special Notice: *This is a college course. In college, a “C” is considered average. A paper that receives a “C” grade may not have anything “wrong” with it; it simply does not go above and beyond the average.*

Grades may be improved through essay revision and through class discussion, journal writing, and short, written responses to literature

English 1302 Calendar

This is a tentative calendar for the course. Specific dates may need to be adjusted and are subject to change. There may be extra readings from the book, as time permits. Each week, there will be extensive in-class readings from the literature book and student written responses.

Week 1: <i>Thinking and Writing about Literature</i>	Pages: 19-60
<i>Reading and Writing about Fiction</i>	61-155
“By the Waters of Babylon” (a study of participle adjectives)	
Week 2: <i>Characters: the People in Fiction</i>	156-163
“The Necklace” --Maupassant	187-192
“The Cask of Amontillado” --Poe	226-241
Week 3: “Barn Burning” --Faulkner	Handout
“An Occurrence at Owl Creek Bridge” --Bierce	
Week 4: Class discussion of point of view and regional writing	
• Literary Analysis paper due	
Week 5: “The Lottery” --Jackson	136-141
“Hills Like White Elephants” --Hemingway	295-299
Week 6: “A Good Man Is Hard to Find” --O’Connor	429-438
“Young Goodman Brown” --Hawthorne	329-338

Week 7: Library data-base research of short story characters

“The Things They Carried” --O’Brien

Week 8: In-class writing; teacher guidance; peer review

- **Character Analysis paper due**

Week 9: *Reading and Writing about Poetry* 476-487

Marvel, Herrick, Marlowe, Donne

Week 10: Dickinson, Frost, Hughes, Randall

Week 11: Imagery: The Poem’s Link to the Senses 548-550

Week 12: *Figures of Speech, or Mataphorical Language...* 583-591

Tone: The Creation of Attitude in Poetry

- **Literary Analysis paper Due**

Week 13: *Reading and Writing about Drama* 885-907

“Trifles: 914-926

Week 14: *The Tragic Vision...* 952-968

“Oedipus the King” 968-1005

Week 15: *A Midsummer Night’s Dream* (Shakespeare)

In-class selected reading of MLA section in *The Writer’s Handbook*;
submission of proposed thesis statement for expository research paper;
in-class writing workshop.

Week 16: Research journal; submit a list of sources searched—with short examinations of value/non-value to your chosen topic.

Week 17: In-class writing; teacher guidance

- **Final research paper due;**
- final exam; formal presentation and reading of papers.